



Friday 26<sup>th</sup> April 2024

# Park View Newsletter

Varley Street, Miles Platting, Manchester. M40 7EJ. Tel: (0161) 519 8562 Interim leader: Mr J Tomlinson

We have had a busy week at school, celebrating Earth Day, and welcoming some really interesting visitors to Park View. The infants were visited by Greater Manchester Police and Year 5 pupils had a visit from an author. It was great to see new parents in school who received a presentation from Miss Hindson our Early Years leader. Thank you to all those parents who were able to attend the Phonics workshop. Please see more details about these workshops further down the page. I hope you have a lovely weekend when it arrives.



Our superstar Friday certificate winners are listed below. Well done to you all!



## 'Excellent behaviour'

Lucyiah & Chester – Year 1  
Shafreen & Amelia – Year 2  
Abbie & Zanobia – Year 3  
Denzel & Issaac – Year 4  
Omosede & Leland – Year 5  
Emily & Phoebe – Year 6

## 'Work of the week'

Gerard & Emanuel – Year 1  
Nevaeh & Samad – Year 2  
Jaina & Steven – Year 3  
Rahman & Jean-Pierre – Year 4  
Erin & Daisy – Year 5  
Ryan & Codie – Year 6

## Nursery

Mustafa, Luna, Molly,  
Salman & Azuz

## Reception P

Emily, April & Ravy

## Reception V

Eliza, King & Kiarah

## Diary dates

**29<sup>th</sup> April** – Literacy workshop - Nursery, Reception, Year 1 and Year 2 parents – 9:15 a.m. Please meet Miss Hindson at the main school entrance.

**7<sup>th</sup> May** – Phonics workshop for parents – **5:15 p.m.**

**13<sup>th</sup> to 17<sup>th</sup> May** – Year 6 SATs test week

**Friday 24<sup>th</sup> May** – last day of half term.

Pupils return to school on **Wednesday 5<sup>th</sup> June**

**5<sup>th</sup> to 14<sup>th</sup> June** – Year 4 Multiplication check

**10<sup>th</sup> to 14<sup>th</sup> June** – Year 1 Phonics screening check

**12<sup>th</sup> July** – Pupil reports home to parents

**15<sup>th</sup> to 17<sup>th</sup> July** – Year 6 residential trip to Ghyll Head

## Parent workshops

The **Year 1 parents Phonics workshop** was really well attended on Thursday morning. In light of feedback Mrs Lawrence, our school reading leader, will be running a number of after-school sessions for parents and send out resources to those who are unable to attend. Our next after-school workshop is on **Tuesday 7<sup>th</sup> May 5:15 – 5:45 p.m. for Year 1 parents**. Please note this is a repeat of the session that took place on Thursday morning. To attend this Phonics session, please email [admin@parkview.manchester.sch.uk](mailto:admin@parkview.manchester.sch.uk)

## Attendance

This week's attendance = **93.8%**. Attendance so far this year = **92.7%**.

There is a noticeable improvement on last week's attendance from 90.2% to 93.8%. Thank you for your continued support with attendance and punctuality.





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## Earth Day 2024

To mark **Earth Day**, our amazing Year 3 and 4 pupils were improving their environment through activities such as litter picking and making bird feeders. Top job everybody!



## Visitors to school

All of the infant children loved sitting in the police patrol cars, blasting the sirens and turning on the blue lights. They even got to dress up in uniform! Children asked lots of question and learned about how the Police Officers help keep our community safe. Thank you to all the police officers who gave up their time to visit us.







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## Safeguarding

For safety reasons, can parents please stand back from the outer doors when picking up their child from **Years 3 or 4**. Parents at the back are unable to see their child, as those at the front are blocking their view. Thank you in advance for your co-operation. On the next page of this newsletter, please find a really useful guide detailing how to **help support your child to deal with upsetting online content**.

## Virtual visitor!

Year 5 pupils welcomed author, A.M. Dassau to Park View, via Zoom. As well as writing bestselling books, A.M Dassau has also won a number of national awards for ensuring books in school represent the diversity of our population. Pupils were all really engaged in her presentation and loved the Q and A session that took place. A big thank you to A.M Dassau from all of us at Park View!



**LTA**  
**BIG TENNIS WEEKENDS**

# GIVE TENNIS A GO

Everyone for tennis! Manchester Tennis Centre is hosting a **FREE** fun open day for families and children on **Saturday 27th April 10am-12pm**. Try out the newly resurfaced indoor courts.

Manchester Tennis & Football Centre  
Gate 2, Etihad Campus,  
Manchester, M11 3DU

Book your free place at:  
email [mark.cowley@gll.org](mailto:mark.cowley@gll.org)



# SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

## A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to military conflicts around the globe, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

### 1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



### 2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



### 3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



### 4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



### 5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



### 6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



### 7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



### 8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once: instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



### 9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



### 10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



### 11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



### 12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



## Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



**NOS**  
**National Online Safety®**  
**#WakeUpWednesday**

Sources: <https://www.bbc.com/news/health-6047006> | <https://www.chiltham.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.nos.org/parenting/how-to-talk-your-children-about-conflict-and-war>



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